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ABSTRACT

A model for living learning centers and practical and philosophical considerations that face residence educators who wish to implement the concept are examined. The issues addressed in this guide are designed to promote further discussion and research into the development and applications of the living learning concept on today's college campus. The work to date of the task force on living learning centers is also summarized. The course of the task force is analyzed, based on statements of rationale, objectives, and reports, and its data collection methods are examined. The living learning center model of the task force represents an ideal, a collaboratively administered student development program. Additionally, perspectives based on experience with living learning centers are considered. Sketches of currently operating centers, and a list of resources and references are included. (SW)

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LIVING LEARNING CENTERS

A Philosophical and Resource Guide for Residence Educators

The Task Force on Living Learning Centers
Linda P. Rowe, Chairperson

COMMISSION III
American College Personnel Association

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Major responsibility for the final form of this booklet is assumed by Linda P. Rowe. Significant contributions to its development were made by Stan Carpenter, Brian Gorman, Bruce Geelhoed, David Freese, Eddie Reynolds, Howard Schein, and James Reilly.

Special Assistance in the preparation and publication of these contents was provided by the Department of Residence Life, Indiana University-Bloomington, and by the MRC Living Learning Center, Bloomington, IN.

I. INTRODUCTION

Purpose

The central purpose of this guide is to promote a model for the Living Learning Center along with some practicial and philosophical considerations facing residence educators who wish to implement the concept. It is not intended to serve as a bibliography, review of the literature, or even as an "LLC Directory", although a listing of programs is included. Rather, it is hoped that the Guide functions as a "position paper" on Living Learning Centers: a starting point for further discussion and research into the development and applications of the Living Learning Concept on today's college or university campus.

A second purpose of the Guide is to summarize the work to date of the Task Force on Living Centers. In this sense, it is a major Task Force report and so will reflect the thinking of core Task Force members, their conclusions and observations.

Format

The LLC Guide begins by charting the course of the LLC Task Force through its statements of rationale, objectives, and chairperson's reports. Its data collecting methods are also discussed.

Then, an LLC definition is offered, followed by a point-by-point discussion of the Task Force's Living Learning Center Model. The model represents an "ideal," a collaboratively administered student development program. Comments drawn from the authors' experience and from the experience of others involved with LLCs are incorporated into the model's explanation, contrasting the real with the ideal.

Finally, a series of thumbnail sketches of currently operating LLCs appears, followed by selected resources and references which should facilitate the residence educator's desire to further explore the Living Learning Concept. Interested individuals are urged to write directly to the centers mentioned herein to obtain the most up-to-date information.

Additional copies of this report may be obtained--for the cost of duplication and handling--by contacting:

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Indiana University
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812-337-1764

II. The Task Force on Living Learning Centers

The Commission III Task Force on Living Learning Centers was initiated at the 1977 ACPA conference in Denver, Colorado. At that time the need for the Task Force could be stated quite simply: a lot of residence educatiors were interested in the LLC concept, but they weren't always sure what it meant or how one "did" it. The Task Force was envisioned as a vehicle for gathering personal and practical--as well as theoretical--perceptions on the LLC and delivering them to student personnel professionals in a usable form.

Of course, as the Task Force grew and evolved this objective sometimes became clouded. What was clear was that many people wanted to learn many things about LLCs, but fewer were prepared to contribute to the body of knowledge.

Calls for information, materials, and ideas went out through the following channels:

1. General announcements to Commission III membership.
2. "Spots" in RSVP and ACPA Developments.
3. Letters to LLC Programs listed in:
   a. Ohio Wesleyan University's 1975 Annotated LLC Resource Guide.
   b. The Program for the February 1975 "Conference on The Living Learning Center" held at Ann Arbor, MI.
   c. Correspondence from other Task Force members and The Commission III Directorate Body.
   d. ...or discovered by "word of mouth."

Response varied, but consisted mostly of printed materials. Some frustration was experienced in getting people to respond to philosophical questions, although most LLC administrators were very generous in supplying information about their programs. Materials on 23 programs were received.

Eight respondents indicated that their institutions were in the process of proposing or implementing Living Learning Centers. As of this writing, no further details on these new LLCs have been received.

It became increasingly obvious from the data collected that general consensus on the meaning of the term "Living Learning Center" was lacking. Therefore, the core group of the Task Force set about to build a definition and a model for the LLC concept. By late Winter, 1978, the definition had been all but polished and the model was outlined. Due, in part, to the sluggishness with which committee work is conducted through the mails, not until nearly a year later,in time for the 1979 ACPA conference, were they ready to be presented.

On the pages that follow appear the primary documents of the Task Force on Living Learning Centers, beginning with the initial "Rationale" statement and ending with the 1979 conference program summary. A current list of LLC Task Force members is also included.

TASK FORCE ON LIVING LEARNING CENTERS

RATIONALE: The idea of a living-learning center as a residential community has been for years supported as an "ideal" setting for the development of the student as a whole person. From Maslow to Chickering to Riker to the "activists" of Berkeley and Bensalem, of I.U. and Justin Morrill and Vermont, experts on human growth recognize that learning can be most productive in an environment that both satisfies personal needs and provides peer support for its goals. One might suggest that the whole college campus is a living learning center by this definition. But at the modern multiversity how many students truly feel part of a community, a community supposedly committed to some vague "mission" printed in front of the catalogue? And how often do faculty and administration truly collaborate on creating an environment for total-student development?

To fill this gap in the experience of today's undergraduate student we have seen the promotion of the small, private college as an alternative. Unfortunately, there exists a financial barrier between many students and this choice. Also, the small college may not offer the opportunity for diversity that some students seek. Therefore we have witnessed the emergence of cluster colleges, residential colleges, living-learning centers and other "experiments" which attempt to create an educational community in the midst of a large university campus. Some of these experiments have succeeded, others failed. Their purposes and structures have varied widely, yet every community has to some degree represented an effort of collaboration between

students, faculty, and administrative personnel.

Most living-learning centers begin in college residence halls. Residence educators are increasingly cognizant of the need to be "student development specialists," to collaborate with students and academia to create growth-oriented living environments. But how shall this be accomplished? How do we integrate the university's primary goal--academic learning--with the imperatives of student governance, milieu management, and community development? Many residence educators are asking these questions.

The answers may be found in living-learning centers. The histories of the various living-learning experiments offer valuable lessons in implementing those concepts which now have been synthesized into the T.H.E. Project. It is suggested here that the living-learning center model is the key to collaboration for student development in tomorrow's higher education. Thus the PURPOSES of the task force shall be:

1. To share resources and ideas for programming and development in the living-learning center.

2. To establish a network of contact between living-learning center administrators for sharing support and research.

3. To explore interest and need for living-learning centers throughout the profession.

4. To examine the living-learning center concept in the context of the T.H.E. model and to develop "guidelines" for establishing the living-learning center as a collaborative program in the university setting.

OBJECTIVE: Resulting from this study should be a monograph, article, program, position paper, or other document which will be of value to residence educators.

Linda P. Rowe, I.U. (3/25/77)

RSVP ANNOUNCEMENT

A NEW COMMISSION III TASK FORCE...
Living Learning Centers

The Living Learning concept seems to fade out and reappear on the educational horizon in various incarnations. It is touted as a solution to undergraduate's "schizophrenia" between academic and personal life, or an opportunity for community life in the "soulless" multiversity. Most of us who work with Living-Learning Centers share the ideal of making college a complete educational experience for the student. As residence educators, we are attempting to integrate our institutions' primary goal -- academic learning -- with the imperatives of student governance, milieu management, personal growth, and community development.

Administering a Living-Learning Center is no small task. Those of us involved with LLCs have learned a lot through experience, through trial and error. We have resources we could share with one another and with folks trying to initiate LLCs on their campuses. The new Commission III Task Force on Living Learning Centers will be aimed at establishing such a resource network. Its proposed objectives are directed and specific:

(1.) Living Learning Centers will be defined as residential education programs which involve collaboration with academic departments at an advisory or budgetary level, which require some kind of commitment or participation by all student members, and which seek to integrate the student's academic career with the community - living experience.

(2.) The Task Force will develop a concise resource document aimed at informing residence educators about LLCs and providing them with guidelines for implementing LLCs in their settings.

(3.) The Task Force will attempt to stimulate communication between LLCs nationwide -- through a newsletter, conference, or other vehicle.

The LLC Task Force is yet in its infancy. To grow and thrive, it needs <u>your</u> support. If you are interested in becoming a part of this Task Force, I urge you to contact me at your earliest convenience. You may become involved at any level, from just being on the mailing list, to working as part of the "core" group. You do <u>not</u> need to be affliliated with an LLC to participate.

The Task Force is also calling for information on LLCs throughout the country - bibliographies, brochures, program ideas, and so on. Please submit any relevant materials and/or your statement of interest in the Task Force by August 1, 1977 to:

Linda P. Rowe, Chairperson
Task Force on Living Learning Centers
MRC Living Learning Center (Indiana University)
10th and Woodlawn
Bloomington, Indiana 47401

LPR/ro

ACPA COMMISSION III

TASK FORCE ON LIVING LEARNING CENTERS

PURPOSE:

The Task Force on Living Learning Centers was established in March 1977 with several purposes in mind.

1. To provide opportunities for sharing among LLCs throughout the country.
2. To clarify the meaning of "Living Learning Center" for the student personnel profession, specifically for residence educators, and to develop a model of the LLC as a collaborative venture into student development.
3. To produce resource material that will be of use to residence educators in establishing or improving LLCs.

PRODUCTS:

Currently in the works is an LLC resource handbook which will include a definition and model of the LLC concept as well as information on various LLC programs. Some twenty institutions have already contributed LLC profiles for inclusion. This handbook will be "marketed" by Commission III. Projected completion date for final draft: September 1, 1978.

An ACPA convention program is targeted for 1979. The program will present and illustrate the Living Learning Center model and definition.

PARTICIPATION:

The Task Force is hammering out and refining its definition of an LLC. Members are asked to contribute their concepts of what "Living Learning Center" means and what its place is in residence education. Assistance is needed in identifying institutions for inclusion in a resource guide and in putting together the guide itself. While the LLC Task Force is not a clearing house on LLCs, it does seek to provide contacts for sharing among those interested in the subject.

TO BECOME INVOLVED, CONTACT:

Linda P. Rowe, Chairperson
Coordinator for Residence Life
Indiana University
MRC Living Learning Center
10th & Woodlawn
Bloomington, IN 47401
(812) 337-5553

ACPA COMMISSION III

Detroit March 11, 1978

CHAIRPERSON'S REPORT: TASK FORCE ON LIVING LEARNING CENTERS

A. Resource Guide

As with many projects of this kind, the LLC Task Force has unfolded into a somewhat more complex (and interesting) undertaking than was originally envisioned. The original primary target was a resource guide to the LLC concept and I had hoped to have a rough draft available by this date. Due, however, to late responses by contributing institutions--some arrived just last week--and other time and communication considerations, the guide is not ready yet. What we do have is a very impressive file of data on residential-academic programs throughout the country. Some 20 institutions have responded to date.

I recommend that this task force re-target the completion of the resource guide for the end of the Summer: Sept 1, 1978. Already many folks have put in their request for a copy.

Core task force members have agreed that the guide observe the following format:

1. LLC Definition and Discussion of the theoretical model
2. Brief Description of various LLCs throughout the country, highlighting their relationship to the model...
3. Origins and philosophy
4. Staffing and Student Governance
5. Funding
6. Major successes and Problems
7. Assessment and Evaluation conducted by the program.

B. LLC Definition

It is becoming obvious to me that, while a compilation of LLCs will be helpful to many, our LLC definition or "model" will be the most significant product of this task force. This is our opportunity to state for the profession what we believe constitues an LLC. The variety of programs calling themselves LLCs is astounding. Because the term is used so loosely, meaningful dialogue between LLCs is confused, if not prohibited. We need to recognize that an LLC is one specific model among many valid approaches to residence education.

Through readings, brainstorming, sharing, and arguing, we have arrived at this "first draft" definition of a Living Learning Center (condensed from several lengthy descriptions submitted by members):

> "A residence unit which seeks to bridge the gap between the student's academic experience and the living environment. Within the LLC the goals of affective and cognitive growth of the resident are pursued through the intentional provision of formal and/or informal (ie. credit and non-credit) learning experiences. The LLC, unlike a Residential College, is not a degree-granting entity.

"Student residence within the LLC is voluntary, contingent upon some form of application/selection process. Academic support for the LLC, as well as Student Affairs support, is provided and may include goods, services, on-going faculty participation, and/or a programming budget."

Also, we have identified the following areas as aspects of the model:

1. Selections, contracts, requirements, prerequisites.
2. Student Involvement
   a. Governance
   b. Formation of Goals, Structure
   c. Sense of Identity, Community-building
3. Academic and Faculty Support and Involvement
4. Size and characteristics of the resident body.
5. Programming
6. The relationship of the LLC to the Univ. or College Community
7. Funding
8. Keeping an Experimental Program Alive
9. Evaluation and Accountability
10. Staffing--RAs, Tutors, etc.
11. Facilities

The central issue of the LLC model, then, the issue deserving closest scrutiny, is that of collaboration. A purpose of this task force is to show how the LLC can exemplify collaboration among all aspects of the college or university milieu. A personal agenda of mine in proposing this task force has been to discover <u>how</u> other LLCs bring together the student personnel, academic, management, and student leadership sectors to collaboratively run their programs. Although many cite collaboration as their ideal operational structure, all too often the answer to <u>how</u> they do it is "Not very well." Thus as we refine our definition, our model, our resource materials, it is obvious we need to focus on collaborative structures (and attitudes) that are workable.

C. Convention Program

Basically, the projected program will constitute a presentation of our LLC model(s) and definition. We should look at the concept from the student personnel perspective and zero in on some "how tos":

1. Budgeting
2. Special Training for Staff
3. Involving and Working with Academic Personnel
4. Survival--responding to changing student needs (Assessment)
5. Evaluation

D. LLC Conference

At this point, a conference does not seem realistic. There is a need, though, for Residence Educators to look at where LLCs are going in the 1980s. In many ways a late '60s phenonmenon, the LLC or Residential College may be suffering in the '70 when students and administrators feel the crunch of time and money. Is the LLC to continue as a valid concept?

(10)

The work of the LLC Task Force has caught the attention of the planners of the 1978 Indiana University Summer Residence Hall Workshop. This year's theme is "Residence Halls in the 1980s." I am currently discussing the possibility of a session on the LLC model with one of the program chairpeople. Hopefully, such a session might attract LLC administrators to the workshop, allowing us to engage in a sort of "mini-conference."

E. LLC Sharing Network

Though nothing formal has been developed, the contacts established through the task force have created opportunities for sharing between LLCs. In my case, I have had the opportunity to host the director of Syracuse University's LLC on a fact-finding visit to our center at IU, and to help arrange a visit to Unit One at the University of Illinois at a later date. All of us agree that this sharing has been quite energizing to our programs. I would be interested in feedback from other task force members who may have found opportunities to share with each other.

F. New Task Force Members

We can use new members who have specific contributions they are willing to make at the "core group" level. Our task force has a long mailing list which we welcome because it illustrates the interest in resource material on the subject of LLCs. However, at this time the Task Force is not a clearing house on LLCs; folks who join for the purpose of information-gathering are asked to realize that they will probably receive little material before our objectives are achieved.

Report submitted by:

Linda Rowe

Linda Rowe, Chairperson

Presenter: Linda Pedretty Rowe
Coordinator for Residence Life
MRC Living Learning Center
Indiana University, Bloomington

Title of Program: Living Learning Centers: Models for Collaborative Student Development in the 1980's

Objectives of Program:

1. To define "Living Learning Center" as a specific genre of college residence hall options.
2. To present a theoretical model of the LLC which is consonant with a collaborative approach to student development.
3. To examine "real world" examples of LLC structure and function.
4. To provide a forum for discussion of the current and future role of the LLC.

Program Summary:

The variety of college and university programs which call themselves "Living Learning Centers" is astounding. Because the term is often used loosely, meaningful dialogue between those involved with LLCs is confused, if not prohibited. There exists a need to recognize that Living Learning Center is one specific genre among many valid approaches to residence education.

This program will focus on a definition of "Living Learning Center" developed by the ACPA Commission III Task Force on Living Learning Centers: "A residence unit which seeks to integrate the student's academic experience with her or his living environment. The goals of affective, cognitive, and physical growth and development of the resident are pursued through intentional provision of formal and/or informal (ie. credit and non-credit) learning experiences. Unlike a residential college, the LLC is not a degree-granting entity. Student residence within the LLC is voluntary, contingent upon some form of application/selection process. Academic support as well as student affairs support is provided for the LLC and may include facilities, services, on-going faculty participation and/or a programming budget."

In many respects a phenomenon of the late 1960's, the LLC may have suffered in the late 1970's when students and administrators began to look upon exploratory or experimental programs as "frills". What will be the role of the LLC in the years to come? It is the view of the LLC Task Force that LLCs should strive for the ideal of collaboration among all facets of the institution (business office, student services, academic affairs, student government) toward "total student" development. It is also recognized that true collaboration is difficult to achieve. During this session a theoretical model for the LLC as a collaborative student development effort will be presented, along with three of four "real world" examples of functioning LLCs. Aspects of the LLC model include:

1. Needs Assessment, Goals, and Philosophy
2. Selections, Contracts, and Requirements
3. Student Involvement and Governance
4. Academic and Faculty Support and Involvement
5. Size and Characteristics of the Resident Population
6. Programming
7. Relationship of the LLC to the University or College Community
8. Budget and Funding
9. Staffing and Staff Training
10. Facilities
11. Survival--or, Responding to changing student needs
12. Evaluation and Accountability

The issues of administrative structure, academic credibility, and budget will be highlighted in terms of the residence educator's role in establishing and/or sustaining a residential academic program on her or his campus.

Finally, participants will be urged to support, refute, or alter the LLC model as offered. Time may also be given over to brainstorming for ways in which LLCs can most effectively meet the needs of students in the 1980's.

TO: Kent Sampson, Commission III Vice Chairperson for Task Forces

FROM: Linda Rowe, Task Force on Living Learning Centers

SUBJECT: ACPA Commission III
Los Angeles March 26, 1979
Chairperson's Report: Task Force on Living Learning Centers

Progress Toward Goals

1. The LLC Resource Handbook, targeted for completion September 1, 1978, was overdue as of January, 1979, but will be available at the March, 1979 ACPA Conference. The booklet represents a summary of the findings and philosophies of the Task Force, not a listing of LLCs.

2. Our conference presentation, "Living Learning Centers: Models in Collaborative Student Development Programs," was selected for Commission III sponsorship and is scheduled for March 27, 3:30-4:45 p.m. in the Dallas Room of the L.A. Hilton. Panelists for the presentation/discussion will be Task Force members Linda Rowe, Indiana U., Stan Carpenter, U. of Georgia, David Freese, California State-Sacramento, and Steve Petersen, U. of Vermont.

3. The LLC Summer Conference program, originally scheduled for the June, 1978 Indiana University Residence Hall Workshop, was cancelled along with the rest of the workshop due to a low reservation rate. The possibility exists that the program can be revived this coming Summer.

Problems and Concerns

1. The LLC Task Force remains a widely dispersed group. No attempts have been made to coalesce outside the framework of the ACPA Conference. Gathering information and responses from the already-busy members is generally an unproductive activity, so most work is completed by the Chairperson in correspondence with a few "core" members--notably Stan Carpenter and David Freese, at this point. The potentially energizing effect of working on a project together is often diluted. Progress thus moves slowly.

2. The Task Force was not originally intended as a clearinghouse on LLC information. Nevertheless, the chairperson frequently receives requests for "Copies of everything you have" on LLCs throughout the country. As a practical matter, such a request is unfillable and is usually answered with a list of LLCs to which the inquirer can write. Frustration is also experienced in attempting to obtain specific information (brochures, etc.) from some LLCs or from inquirers who mention new/proposed LLCs with which they are involved.

Membership

1. With 40 names on the mailing list, the Task Force is slightly bigger this year than last. It consists of a mixture of LLC administrators and people who would be LLC administrators with a few other interested parties thrown in. Most new members joined on the referral of the Commission III Chairperson.

2. Perusal of the LLC Task Force mailing list reveals that relatively few of those listed also belong to Commission III. The chairperson is currently researching the matter to determine an appropriate response to the situation. Do other Task Forces experience this phenomena? Perhaps the appeal of specific Task Forces can be further utilized as a recruitment strategy.

3. How the majority of the members feel about Task Force activities remains somewhat of a mystery to the core group. Although no one, certainly, is obligated to respond, additional feedback on the mailings is desired. A more more closed-ended (questionnaire?) type of feedback solicitation may be the remedy.

Future Emphases (Chairperson's Recommendations)

1. There exists a need for some sort of central file on LLCs, along with continuous updating and summarization of the "state of the art" for residence educators.

2. A review of the available literature on LLCs should be investigated as a possible Task-Force-sponsored project.

3. Task Force members and other LLC administrators should be more systematically polled as to their concepts, definitions, and practical strategies for facilitation of LLCs.

4. The Task Force would appreciate feedback from the Directorate Body as well as the general membership of Commission III on its progress to date and on its future direction.

Linda P. Rowe
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10th and Woodlawn
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January 22, 1979

Living Learning Center Task Force
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*indicates Core Group (Commission III designation for major participants)

(12)

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III. THE LIVING LEARNING CENTER DEFINED

Need

When Task Force members and colleagues began to write about and discuss Living Learning programs, the original suspicion that there existed no consensus on the term's meaning was confirmed. Although most people agreed that "living learning programs" attempted to combine social and intellectual development, it was not always clear exactly how this was to be done or in what settings. "Living learning" was (and is) apparently used to designate a wide range of educational structures, some incorporated within college residence halls, others not.

Don Williams and Robert Reilley in their review of the literature (DeCoster & Mable, 1974), describe a variety of residential "living learning" environments. In their discussion the term is a way of labelling--to put it simply--the creation of an intellectual atmosphere in the student's living area. Other practitioners in the field use the phrase when referring to the recognition of the learnings gained through living. And for some, living learning is applied to just about any special or educational programming effort in a residence hall.

What, then, is a Living Learning Center? Myriad programs have been developed under the title. They range in complexity from the special interest "theme unit" to the degree-granting "residential college." Some so-called LLCs do not have even a live-in component. The continuum in Figure 1 illustrates the diversity of residential LLC structures.

While each of these structures is certainly a living learning program in the sense that it fosters some kind of experiential education or facilitates bringing what the student learns "to life," to call all of them Living Learning Centers is to court confusion. The Living Learning Center should be recognized as a specific genre of college residence hall options, no more or less valid than any other, but easily identifiable and describable.

The LLC Task Force asserts that residence educatiors must agree on an LLC definition which concretizes the generally agreed upon philosophical mission of Living Learning Centers. Donald V. Adams states that mission eloquently:

> Living-learning residence halls provide students with an opportunity to take full advantage of the residence environment without divorcing themselves from the academic programs and departments of the university. This concept makes possible the integration of the social, cultural, physical, spiritual, and intellectual growth of students in such a way that each complements the others. The combination of living and learning facilities within the same physical area undoubtedly helps to strengthen student-to-student relationships on an intellectual basis as well as in the areas traditionally credited to conventional residence halls. The injection of teachers and classrooms as major elements of daily living, together with the motivating force of student groups engaged in a common enterprise, generate a remarkable new enthusiasm for learning. Student interaction in academic

FIGURE 1

A Continuum of Residential Programs Which Have Been Designated Living Learning Centers

A	B	C	D	E	F
INTEREST UNITS	LIKE-MAJOR UNITS	UNITS WITH NON-CREDIT CLASSES & PROGRAMMING	UNITS OFFERING REGULARLY SCHEDULED CLASSES	UNITS WITH UNIQUE/ EXPERIMENTAL PROGRAMS	RESIDENTIAL COLLEGE
Usually a hall or corridor designated for students who share an interest; anything from astronomy to crafts to politics. Emphasis is on programming related to theme & developing one's interest by sharing it with others. A faculty associate or special staff may be involved. (HONORS HOUSING &	Designated for students of same or similar majors. Emphasis is on study groups, major-specific resources, enhancement of learning through sharing. More academic in orientation than an interest unit. A faculty advisor may be assigned to the unit. LANGUAGE HOUSES)	These Units offer structured not-for-credit experiences to residents. the student generally makes some prior commitment to participate. Experiences may center on a particular theme, such as music, or may be aimed at promoting personal growth. Special resource people may be assigned to the unit.	Sections of popular courses or discussion classes scheduled in classroom or lounge space in the center. Enrollment is generally but not necessarily limited to residents. Emphasis is on close involvement with faculty, merging academic & social milieus, smaller classes. Faculty/ advisors may be assigned to the unit.	Housing units offering special classes, designed by students and/or faculty, which allow residents to study special subjects together, generally in a unique or experimental manner. Students usually make a commitment to participate. Emphasis on closein volvement with faculty, cultural programs. Usually a designated faculty administrator.	In most cases, a degree-granting entity. Students living together pursue all or most of their academic career within their res. college. Many of the features of program E are found in the res. college. Res. colleges have an academic staff (often live-in), deans, tutors, etc. This is the "oxford" model.
LEAST STRUCTURED----------					MOST STRUCTURED
Example: Univ. of California, Davis Interest Unit Program	Example: Engineering LLC, Auburn Univ.	Example: Special Growth & Developmental Residence Programs at Virginia Commonwealth Univ.	Example: Shaw Hall LLC, Syracuse Univ.	Example: L/LC, Univ. of Vermont	Example: Residential College, Univ. of Michigan

concerns is greatly enhanced and learning becomes a continuous process. (Adams, in DeCoster & Mable, 1974, p. 89)

Development

Development of the definition represented a challenge. It had to be specific enough to give shape to the LLC concept yet broad enough to allow for adaptation to various campus settings. The Task Force also felt that the definition should reflect the current "state of the art" in living learning centers throughout the country.

Thus began the process of soliciting definitions, statements of philosophy, and descriptions from Residence Educators and other LLC practitioners. Among the definitions suggested by Task Force members were the following statements:

* A living-learning center should be voluntary association of students who choose to interact in a residential setting.... should possess faculties which are both student and subject-matter oriented and who view their responsibility to students as extending outside the classroom...(and) living learning center residence hall staff are able to integrate classroom ideas with residence life for an effective merging of the residential instruction concept."

* A living learning center is any residence unit where the education and the development of the self-selected student is focused around a particular theme and is based on sound goals, strategies, and theories."

* "...perhaps some emphasis on 'learning to learn' would be good. In other words, an LLC seeks to help a person learn how to keep him/herself curious, motivated, stimulated throughout life via contact with disparate people and information sources."

* "The purpose of the LLC is to provide students with an environment which fosters intra/interpersonal growth in both the cognitive and affective domains. Such an environment, within the LLC framework, is intentionally structured to satisfy personal needs and provide peer support. It should seek to foster the individual's awareness of his/her own responsibility, as well as an understanding of the interdependence which is increasingly prevelant element of our society."

Definition

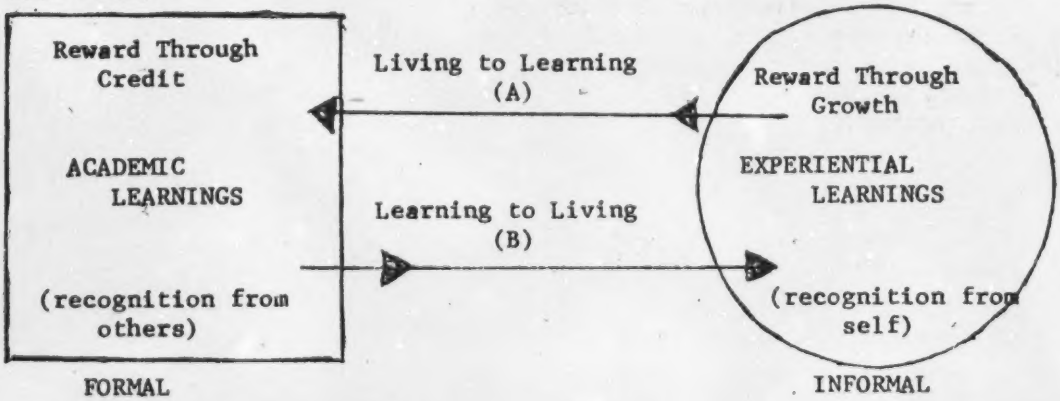
The definition in its final form distills these comments around the characteristics of major operational LLCs, providing a description that is at once realistic and idealistic:

A LIVING LEARNING CENTER is a residence unit which seeks to integrate the student's academic experience with her or his living environment. The goals of affective, cognitive, and physical growth and development of the resident are pursued through intentional provision of formal and/or informal (credit and non-credit) learning experiences. Unlike a residential college, the LLC is not a degree-granting entity. Student residence within the LLC is voluntary, contingent upon some form of application/selection process. Academic support as well as student affairs support is provided for the LLC and may include facilities, services, on-going faculty participation and/or a programming budget.

Looking back at the continuum in Figure 1, we see that the first two types of programs, Interest Units and Like-Major Units, and the most highly structured programs, Residential Colleges, clearly do not fit within this definition. While the distinctions between actual existing residential education options may not be as clean as they appear on the continuum, true Living Learning Centers generally exemplify the characteristics of programs C, D, and E.

Living Learning Centers feature the provision of <u>intentional</u> learning experiences in such formats as classes, community activities, study groups, discussions and special training opportunities. LLCs should have an articulated philosophy and clearly stated goals which the participants can reasonably expect to achieve. Furthermore, some kind of academic accountability or validity must be lent to the educational programming.

Academic validity is usually guaranteed by the involvement in the LLC of an academic administrator or department to whom the center is accountable. Recognition, via credit, of the student's living learning experiences may, as the following diagram illustrates, come from two different directions. In the first instance (A), the student's personal development within the community becomes the topic of study in a course or project. In instance (B), efforts are made to integrate traditional academic learnings into the less-formal milieu of the living unit. Thus the LLC could be said to bring <u>learning</u> to living or to bring <u>living</u> to learning--ideally it does both.



Faculty involvement and support is an identifiable element of the Living Learning Center. Indeed, some LLCs are faculty-generated projects; the University of Illinois' Unit One, for example. Faculty members may serve as instructors, advisors, live-in tutors, or academic department liaisons. Financial and/or resource support should be lent by one or more academic departments to the LLC. This support may take the form of release time for professors, instructional materials, staff salaries, or cultural programming monies.

Further, the extra-curricular programs at the LLC reflect the character of its academic experiences. Most LLCs are "experimental" in nature, highly dependent upon student involvement and input. Therefore, student participation must be voluntary, implying a commitment to the center beyond that that could be expected from randomly assigned residents.

Finally, the Living Learning Center is, as the name should suggest, a unit where students live and learn. It is a <u>place</u> as well as a program.

To sum up, a program that does not seek or possess the characteristics included in the definition should not be considered a Living Learning Center.

> The student's world - milieu - comprises the physical environment, the human community, the academic curriculum, and many other tangibles and intangibles. Managing this world does not mean controlling it. It means a positive, collaborative effort by all community members, students, student affairs workers, teachers, and administrators, to organize their resources so that students get the most out of their college experience.
>
> (Miller & Prince, 1976, p. 109)

Philosophical Model

As we have defined it, the LLC's purpose is to integrate all aspects of the student's learning milieu within his or her place of residence. It is hoped that each type of learning will stimulate and enhance every other type of learning. Some practioners have suggested that the LLC's role is to "bridge the gap" between the social and the intellectual.

Yet is "bridging the gap" the correct metaphor? Does it truly convey the need that Miller & Prince suggest: to create order from the potential chaos of the college environment? In seeking to complete those many developmental tasks facing him or her during the college years, the student is challenged to compose and translate all campus learnings into a meaningful "life script." He or she must recognize the interconnectedness of the variety of experiences available to him or her. The job is not so much bridge-building as it is path-finding. The Living Learning center assists the student in discovering links between various learnings and his or her personal needs and values. In other words, the LLC's role is to provide a focus for the integration of campus experiences.

Figure 2 illustrates the place of the LLC in the student's milieu:

I. The three circles represent the student's three major educational and developmental spheres. Obviously they affect or impinge upon one another to some degree.

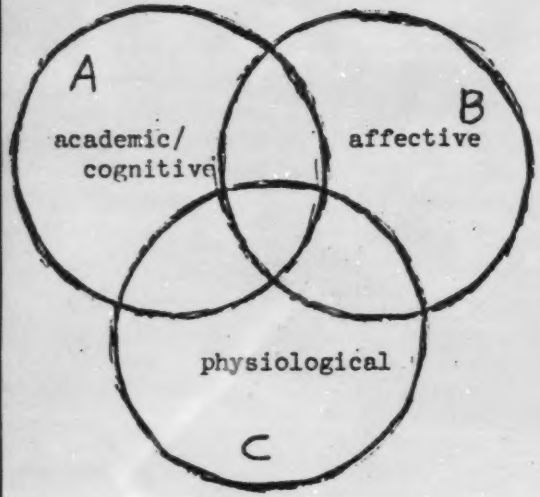
Circle A denotes academic or cognitive learning and development which occurs primarily on campus but may be nurtured elsewhere - at cultural events, on television, in bookstores, etc.

Circle B represents affective learning and development gained through introspection and cognitive learning - hence the overlap with "A" - as well as through contact with others.

Circle C is physiological learning and development, a sphere which includes some academic components (diet, anatomy, learning how to take care of oneself), some affective components (feelings about one's body, feedback about the body, etc.), as well as the need to satisfy basic physical imperatives (such as food or shelter).

FIGURE 2

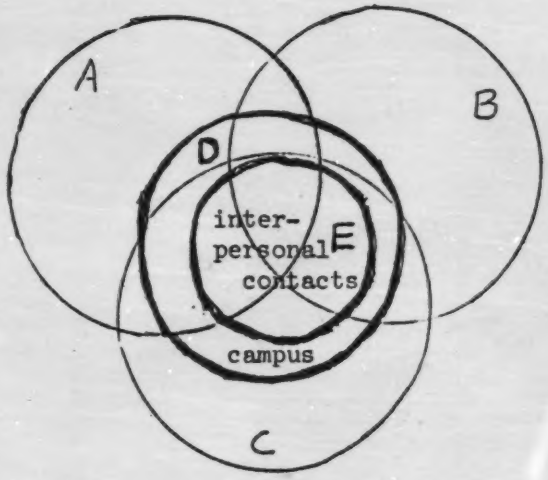
The Living Learning Center as Focus for Student Development



I

THE LEARNING MILIEU

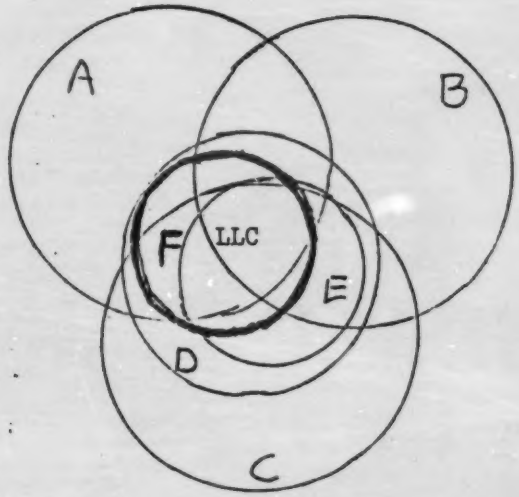
+



II

THE CAMPUS AND INTERPERSONAL MILIEU

=



III

THE LIVING LEARNING CENTER

II. In the second diagram we see how the student's campus and interpersonal environments embrace the three developmental areas.

Circle D denotes campus. A large part of the residential college student's lifespace is campus-identified due to the great amount of time spent there and by virtue of the fact that the campus is a fertile environment for ongoing growth and change.

Circle E denotes the student's interpersonal contacts. Each of the other areas has interpersonal and intrapersonal components; this circle refers to campus-related interpersonal learning. Obviously, some learning and growth goes on off-campus - notably resolution of the child/parent conflict - but even these learnings are usually rooted in campus happenings or models.

III. The final step introduces Circle F, the well-run, well-thought-out LLC. Opportunities for development in all areas are available: classes, and discussion groups for A; social functions, coed living, and just plain life space contact for B, as well as the encountering of different value systems and growth group programming; and recreational facilities and intramural sports opportunities. Along with exercise and health programming, and the personalizing of physical facilities for C.

The learning in the LLC is primarily, but not completely, interpersonal, and of course is included in the campus. (Although specific learning activities may occasionally carry the student away from campus, it remains the "home base"). It is significant that the LLC appears in the center of the diagram, for here the student spends the greatest quantity, and in many cases the best quality of "developmental time" - testing, learning, helping, receiving help, reflecting, and so on. Hence the LLC, Circle F, is a good focus for the residence educator's developmental effort.

Importantly, the intersection of all the areas of development is in the LLC. The student integrates all learnings and developmental changes into a constantly reshaped self. Where might the self be more apparent than at "home," particularly when this "home" is developmentally-oriented and thus relatively non-threatening to change? The LLC resident processes, checks out, tries out, and occasionally hides in his or her home base. As asserted earlier, this integration, not soley factual knowledge is the key to education. The LLC is an ideal place to integrate.

Structure

Realizing the integration of cognitive and affective development requires some degree of collaboration among the various campus offices devoted to achieving those tasks. Potential collaborators should include faculty, academic administrators, student development personnel, physical facilities management staff and students. As much as it is the LLC's task to integrate learnings, so too must the LLC aspire to involve diverse constiuencies in the facilitation of student development.

Much has been said and written recently about the benefits of "collaborative student development" models. Under optimum conditions,

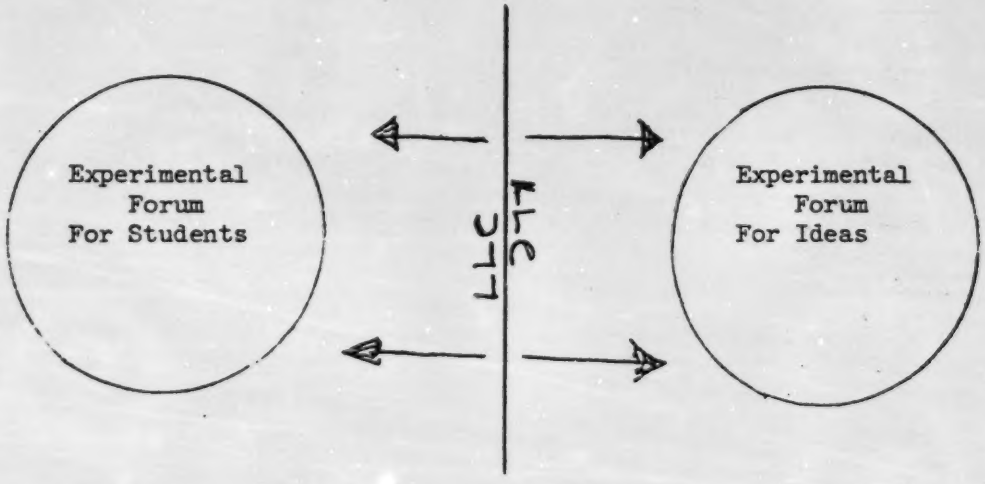
collaboration assures that every area of campus expertise will be tapped, that resources will be pooled in support of the student. If an LLC is to successfully answer the terms of its definition it must be based on a foundation of cooperation among all campus sectors.

Yet, from a practical standpoint, achieving such cooperation may prove difficult:

> How is the often used expression "collaboration" to be brought into reality? Success of the (student development) model is highly dependent upon the particular people fitting various roles, which it should be to some extent, but not entirely. (Brown, 1978)

Robert Brown has hit upon a key concern of the LLC, especially in its formative stages. Collaborative administration depends largely upon the participants coming to agreement on goals, but students, faculty, and student personnel staff can at times seem to speak different languages. To say that the goal of an LLC is student development is not enough: each participating group may have a different concept of "student development." They may have widely divergent ideas of the purpose of the LLC, and in some cases faculty or students may even question the validity of the LLC concept itself. Obviously a compatible mix of personnel will greatly facilitate the integration of contrasting viewpoints.

An example of tension which may be generated within the collaborative LLC-building process centers on the mission of the LLC. Should the LLC be student-centered, focusing on the expressed values and needs of students; or should it be idea-centered, focusing on the desire of the university (the faculty) to promote specific learnings? The diagram below illustrates how this tension might be manifested in the experimentally oriented LLC:

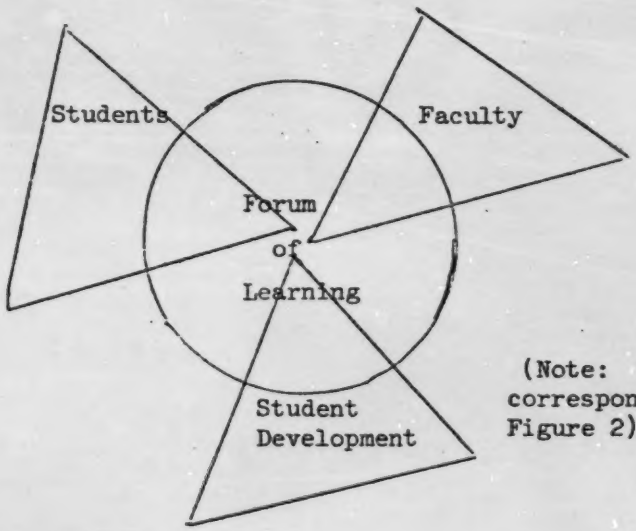


... in which students are given the support and the opportunities to explore new learnings and activities which meet their needs

...in which faculty are given the support and the opportunities to explore new teaching methods, new ideas, and new roles which express educational values

This dichotomy of focus is actually common to LLCs. The University of Vermont's L/LC includes a dual emphasis in its philosophy. Indiana's MRC-LLC and Michigan's Pilot Program also articulate both dedication to meeting student needs and commitment to educational experimentation. Expressing two purposes serves two very real and very practical functions: students are attracted to the LLC because it is a place where they can "do their own thing"; academic supporters are attracted to the LLC because it offers a setting for intellectual activism.

Obviously, then, there really need not exist tension between the two foci., and it is unfair to imply that some LLCs are "schizophrenic" because they assert twin missions. The ideal LLC melds together student needs and faculty needs into a common forum of learning in which all vested interests participate:



(Note: the circle here corresponds to Circle F in Figure 2)

In terms of its administrative structure, the LLC must involve and appeal to students and academic personnel as well as student development practitioners. This means financial and ideological support on the part of student affairs, academic, student government an facilities personnel, all of whom participate equally and enthusiastically. Each group must commit itself to openness and innovation, and perhaps be willing to agree that another perspective is as valid as its own. Residence educators, involved with LLCs for example are sometimes surprisingly reluctant to admit that traditional methods of intellectual inquiry - lectures, debate, term papers - can be as meaningful to the student as the more informal, interactive strategies employed in their profession.

Infrequent or too-formal contact between the interested groups will not insure a successful collaborative effort. On the other hand continuing dialogue, shared administrative responsibilities, and frequent face-to-face contacts, can foster a climate of trust and mutual understanding among LLC personnel. The student development administrator should be prepared

In addition to establishing a systematic procedure for assigning students to the LLC, the LLC must present students with a fairly clear set of expectations for participation. It is recommended that some minimal participation level, which is consistent with the center's philosophy, be required of or recommended to students. A number of LLCs (Vermont's; The Pilot Program, Shaw Hall) ask that students enter into a contract or agreement which solidifies their commitment to the program. Continuing residence may be contingent upon successful commitment to the contract.

Most LLC "contracts" or required programs display a significant degree of student control over their contents. To foster personalized and meaningful learning experiences, this is essential.

III. Student Involvement & Governance. Student involvement in the design, administration, implemention - all aspects - of their LLC program is fundamental to the centers success as a learning community. As G. Barton Ogden (1971) observed, "a significant measure of self-determination" is a "necessary precondition for innovation leading to personalized learning."

Almost all LLC literature reviewed by the Task Force, with the possible exception of Project PLUS, is brochure vehemently and repeatedly stressed student involvement in the direction of the program. LLC administrators must insure that opportunities exist for student participation at every step and stage of program development.

Vermont's L/LC offers a procedure for students to design educational programs; at Illinois' Unit One student committees chart the course of center programming; and at MRC-LLC one of the elected student government positions is that of "Academics Vice President." The Academic VP chairs the curriculum committee, serves on the faculty advisory board and promotes educational activities in the center. LLC student governments should be active and integral parts of LLC administration.

IV. Academic & Faculty Support. For the student affairs-initiated program, this aspect of the model may be the most difficult to achieve. As Syracuse's Shaw Hall program discovered, verbal support and backing is relatively easy to achieve but getting financial or resource contributions takes a good deal more persuasion. The student affairs professional can begin by offering university courses within the residence center, inviting faculty advisors and associates (lured by free meals or office space) to participate in the LLC. Faculty members find invitations from students especially appealing and will also jump at opportunities to meet and interact with other faculty members in an LLC setting.

The residence educator must be prepared to "sell" the LLC to the faculty, to find and emphasize those elements of his or her program which will be most attractive to academic personnel. Of course, to be consistent with our "ideal" model, the LLC will have an academic administrator, and the majority of the exemplary programs listed in the sampling do indeed include academicians among their staffs.

LLC proponents should take a cue from Robert Brown's comment regarding the influence of personalities on successful collaboration. The identification and involvement of a key academic person - preferably someone with top

credentials, influence, and who holds the respect of his or her colleagues - can be the single most significant factor in (at least initially) insuring faculty support for the program.

V. Size & Characteristics of the Resident Population. Since the LLC emphasizes community participation, the size of the program should not be so great as to prohibit face-to-face interaction, a sense of closeness, among students. LLCs on the larger end of the size scale have found it helpful to provide opportunities for students to identify with sub-communities - interest corridors, study groups, etc. Most LLCs control for size; that is they do not value expansion for its own sake.

LLCs frequently find that their student populations are rather homogenous. This should not be surprising and in fact is probably beneficial to the sense of community (see DeCoster & Mable, 1974, p. 32). Care must be taken, nevertheless, to insure that minority students and other non-traditional students are invited and encouraged to participate, for many LLC programs on first glance may not seem oriented to their special needs.

As has been noted, LLCs may choose to limit for class standing or academic orientation (usually not for majors, but for a commitment to liberal arts or exploratory education; to give two examples). Thus they tend to attract the intellectually enthusiastic, motivated, college prepared undergraduate. This type of student - fortunately for the residence educator - usually proves to be a responsible individual. Damages and discipline problems have been noticeably fewer in LLCs than in traditional units. Peer pressure is exerted which establishes a norm for activitism and accountability. In the LLC, then, the residence educator's enviable job is more often channelling and faciliting student energy than it is trying to spark it.

VI. Programming. Non-credit, extracurricular programming within the LLC should be consistent with the center's educational/developmental goals. Faculty lectures, roundtable discussions, language tables in the dining hall, crafts instruction, theater groups, field trips, human growth workshops - the list of appropriate activities is endless. Generally a part of the LLC budget, over and above the typical residence hall programming budget, will be earmarked for special cultural opportunities. At Unit One, an artist-in-residence program which brings 10 creative people to the center each year, is funded by the College of Liberal Arts and Sciences as well as the housing division. The Carmichael Project sponsors a repertory theater group. MRC-LLC's yearly expenditures include the printing of a magazine of student poetry.

Student governments, too, should be encouraged to keep the LLC mission in mind when designing social and recreational activities. Receptions for campus visitors, group trips to plays and concerts, "college bowl" quiz contests, and so on, illustrate the options available.

Of course, LLCs should take every opportunity to use the "free" programming resources available on campus and in the community, remaining cognizant of the notion that they are indeed "forums of learning" not just

for themselves but for the entire university community. The programs at a LLC provide a strong and attractive connection between the LLC and other campus groups.

VII. Relationship to the University at Large. Briefly, it is reiterated that the LLC not only has a responsibility to meet student needs, but to serve as a forum for experimental learning and innovation. LLC administrators should consistently strive to keep their center's programs active in the minds of other university personnel. If they are invited to contribute to the LLC, then they should understand what the LLC contributes to them.

Maintaining this balance can be critical to keeping the LLC alive.

VIII. Budget & Funding. Funding is a concern of everyone today, and in an era of budget "crunches" the LLC is likely to be in the unstable position of any "special" program. Residence educators can use the collaborative model effectively in funding the LLC because it's often easier to take a little money from several budgets than a lot from one - and a "little" money often seems less likely to be taken away.

Looking over the various LLC's, we discover a number of funding plans. These include:

A. Designated LLC Funds - monies from academic and/or student affairs budgets are turned over to the LLC to disburse under its own administrative auspices. Expenses may include salaries, equipment, programming, facilities, honoraria.

B. Departmental Sponsorship - in this plan one or more departments earmark portions of their budgets to cover, say, faculty lines for the LLC, resident assistant staffs, or duplicating materials. As one might expect, in this model the funding departments demand some control over the activities of the LLC.

C. Departmental Support - this plan does not involve direct funding, but the willingness of various departments to plug their resources into the LLC. Support can include faculty release time to teach at the LLC, use of equipment such as video tape machines or vehicles, office supplies, or cultural liaisons.

D. Student Fees - fees collected separately or with student rent are placed in the LLC budget to be used for center activities. In this model, students should be given at least partial responsibility for determining how the money is to be spent.

None of these models need be used exclusively, indeed most LLCs take an eclectic approach, getting whatever they can from wherever they can. Traditional forms of funding may also be supplemented with special donations and grants. Many LLC programs such as artist-in-residence arrangements or experimental curriculum designs prove to be excellent grant proposals.

IX. Staff and Staff Training. Various models for faculty staffing have already been mentioned. Faculty may be employed directly by the center or in

associate capacities. Usually they are supervised by an academic dean or similar administrator, who may or may not be the chief LLC administrator.

In the ideal model, administration of the LLC should be a shared responsibility of faculty, staff, and students. The center is then seen as a wholistic program, not a collection of separate operations housed in one building. This model bears significant implications for residence educators, who are charged to insure that residential helping staff personnel reflect the goals of the LLC.

At MRC-LLC, for example, the "Resident Fellows" (undergraduate and graduate paraprofessional staff) are selected on the basis of their commitment to intellectual inquiry and their ability to serve as positive academic role models for students as well as other personal and leadership qualities expected of RAs. Centennial College at Nebraska employs a similar model. Unit One, on the other hand, has experienced difficulties because its housing staff was assigned to the unit with no particular consideration for the LLC. That staff was not always understanding or sympathetic of the LLC's needs.

X. Facilities - as DeCoster & Mable have so clearly pointed out (1974), students cannot engage in the growth of the mind until their physical needs are met. The facility within which an LLC is housed should be sufficiently appointed to encourage a warm atmosphere of community and individual growth.

Under ideal conditions, the LLC should be self-contained - i.e. have exclusive use of its own building or buildings. It should offer space for classes, for faculty offices, for cultural expression, and for study. Further, the space should be somewhat flexible, allowing students opportunities to personalize their environment.

The variety and integration of physical resources apparent in the LLC as <u>place</u> should mirror the integration of learnings in the LLC as <u>concept</u>. An example of a building specifically constructed to meet the LLC philosophy can be found in Vermont's program.

XI. Survival - survival depends primarily on the ability of the LLC to meet and to demonstrate that it meets certain key needs. These are:

A. Strong faculty/Academic Support
B. Adequate Facilities (and small size)
C. A selection process for residents.
D. Clear Statement of Goals
E. Public relations efforts aimed at the university community.
F. Some sort of common orientation experience for students.
G. Student involvement in decision-making.
H. Continual reassessment, evaluation, and restructuring of the program.

Meeting these needs keeps the program alive, insures that students will return year after year, and guarantees institutional approval.

X. Evaluation - it is essential that the LLC continually evaluate its process and its appeal. Criteria for evaluation may be imposed by the university at large, which is usually interested in assessing the LLC's

contribution to campus life and institutional missions; or they may be internally generated, involving the assessment of student satisfaction and achievement within the program. Thorough, sound evaluation results serve as a most convincing basis for program change or for simply sustaining the program.

A discussion of LLC evaluations and their findings is included in Williams & Reilley's article (in DeCoster & Mable, 1974). Magnarella (1975, 1979) provides a good view of an evaluation process in his two articles on the Vermont L/LC.

The Living Learning Center, as a model of a collaborative student development program, clearly offers residence educators a vehicle for promoting the growth and education of the student as a whole person. Yet, like any model, it is far more challenging and difficult to implement than to describe. The Task Force on Living Learning Centers hopes that this discussion has been sufficiently general to convey that the LLC is a viable concept in many settings, and sufficiently specific to assist residence educators in designing or improving programs on their campuses.

Additional research, especially evaluative research on the LLC is sorely needed. An objective of this guide is to stimulate greater involvement in the study/promotion and of the LLC concept; therefore, feedback on the LLC definition and model is invited and encouraged.

V. A SAMPLING OF LLCs

Below are described a dozen Living Learning programs about which the Task Force collected materials. These programs are considered to be exemplary of the LLC Definition and Model offered on the preceding pages. Descriptions were, in the main, taken from printed materials supplied by the respective centers. Following these synopses are additional listings of Living Learning-Type Residence Environments.

The program descriptions adhere to the following format:

NAME OF PROGRAM

Institution

*Founding Date
*Number of Students
*Staff
*Stated Goals and Philosophy
*Admission Standards and Program Requirements for Students
*Physical Facilities
*Funding
*Contact Person

CARMICHAEL RESIDENTIAL INSTRUCTION PROGRAM

Ball State University

*Founded: September 1969
*Students: 800 Freshmen
*Staff: 35 - Residence Hall Directors and faculty work at Carmichael as part of their total university load, but there exists neither a defined Carmichael faculty or residence hall staff.

*"The Residential Instruction Program seeks to personalize the initial university experience and create an innovative living-learning community for students in their freshman year.... The Carmichael Residential Instruction Program provides a smaller environment where students live in the same residence halls, attend classes in Carmichael Hall, and participate in many social and cultural activities together."

*Students may ask to be part of the Carmichael Program when applying for admission to Ball State, although it is not possible to schedule students in all majors. Two on-campus halls are designated for program students, and commuters may also participate. Students take two of their classes (presently in the humanities and social and behavioral sciences) with other program participants in Carmichael hall; the remaining classes are taken elsewhere on campus. Special cultural events and programs are offered at Carmichael.

*Carmichael Hall, a part of the Johnson Halls Complex, provides the focus for the Residential Instruction Program. "A building of striking circular

design, Carmichael Hall has 11 classrooms arranged around an inner circle containing faculty offices and counseling areas. Study rooms, a commons area, and a reading library provide additional convenience for students and facilitate the living-learning concept." Most of the faculty have their offices in Carmichael Hall where they are readily available for consultation.

*The Carmichael Program receives its administrative budget from the Department of Undergraduate Programs. The faculty are paid through their individual colleges and departments. Carmichael also receives funds from outside sources.

CONTACT: Director, Carmichael Residential Instruction Project
Office of Undergraduate Programs
Ball State University
Muncie, IN 47306

CENTENNIAL EDUCATIONAL PROGRAM

University of Nebraska-Lincoln

*Founded: 1968-1969
*Students: 170-190 (Centennial has changed over the last 7 or 8 years; it has become more of a commuter program. Only about 40% of the enrollment now "lives in." Most of the residents are freshmen.)
*Staff: Faculty who teach in Centennial (known as Fellows) also hold academic rank in some regular department within the University. Their appointments to Centennial are by definition temporary, and usually last two years. The residential staff consists of a program assistant, usually a graduate student or senior who lives in the complex, and four student assistants, one for each floor of the living units. Student assistants are chosen for their academic, educational, and personal qualifications, and must have spent some time in Centennial.

*"One of the chief Centennial ideals is that of self-direction and self-motivation in learning. Centennial students should be excited about learning, and should create and pursue a course of study and intellectual development on their own. There is thus an emphasis in Centennial on learning how to identify and solve both intellectual and life problems for oneself and as a community."
"Centennial enables students to personalize their learning within the context of a small, supportive, friendly, face-to-face subcommunity of the University of Nebraska-Lincoln."

*Students from any undergraduate college in the University may enroll and are admitted on a first-come first-served basis. "The academic heart of the Centennial Program is the 'Centennial Course.' Its 6 credit hours per semester permit a student to spend a substantial part of his or her academic time in close association with other students and Fellows engaged in Centennial 'projects' .... Projects may be proposed by Fellows or students." The remainder of the academic load is spent in regular university courses.

*The Centennial Program is housed in two adjacent buildings of the Neihardt-Cather-Pound Dormitory Complex. The first floors contain Fellow's offices, the Commons Room, a "gallery" for student creations, games room, and several rooms for seminars, films, and closed-circuit TV. The basement is devoted to space for studying and for pursuit of the arts.

*Centennial receives funding from the regular university instructional budget and is considered a permanent part of the University.

CONTACT: Senior Fellow
Centennial Education Program
540 N. 16th St.
Lincoln, Nebraska 68588

COLLEGE OF COMMUNITY STUDIES

Northwestern University

*Founded: 1972
*Students: 35 resident members, 40 associate members living elsewhere.
*Staff: 3 faculty administrators, 4 teaching assistants, 10 faculty associates.

*"The theme of the College of Community Studies is the study of the community. This experience is not confined to the classroom - students study communities in Evanston, Chicago, and even San Francisco and England."

"The College of Community Studies attempts to link academic disciplines with their practical applications in an urban social context. The life at the college is academic and social: studying communities from a variety of perspectives and living as a community on a daily basis.

*Northwestern students from any academic area with an interest in community studies are invited to join the College. Associate and residential memberships are available, the latter dependent upon available openings. The College does not offer an academic major in community studies. Members are required to take at least one of three courses at the college each year or attend at least 10 (of 15) designated college programs. Student organized seminars and field study programs (for credit) are also sponsored by the college.

*The College is located in an ivy-covered turn-of-the-century building in the north quads area.

*The College of Community Studies receives funding from the Center for Urban Affairs Department and the University.

CONTACT: Master,
The College of Community Studies
Northwestern University
2303 Sheridan Rd.
Evanston, IL 60201

LIVING-LEARNING PROGRAMS

California State University-Sacramento

*Founded: Began 1972
*Students: Open to all those in campus halls (+ 1000)
*Staff: Residence hall staff and invited faculty.

*The Living-Learning Program is designed to offer students living in Residence Halls a greater span of experiences cultural, educational, social, and self-exploratory, than would be offered in any other residential areas available to them, and that will be an enrichment to their life experiences."

*Classes and experiences are open to all residents. Some are also open to non-residents. There is no "Living Learning Center" as such. Rather, a comprehensive program of regularly scheduled classes, non-credit educational programs, interest groups, and other special services is offered within the residence environment. Participation is optional.

A 1978 Pilot Project Proposal emphasizes "An educational focus on collective living, individual growth, and community studies," and offers a "Personal Assessment and Lifestyle Development Seminar" for course credit.

*Courses are offered in designated lounges and public areas of the residence halls. Special facilities include darkroom space, computer terminals, and so on.

*"Funding" comes primarily through the use of available campus resources, such as programming budgets and faculty and staff time.

CONTACT: Director of Housing
California State University-Sacramento
6000 J. Street
Sacramento, CA 95819

LIVING/LEARNING CENTER

The University of Vermont

*Founded: September 1973
*Students: 600
*Staff: 25; includes faculty, scholars-in-residence, resident assistants and advisors, director.

*"The purposes of the Living/Learning Center are to promote productive exchanges between and among academic departments, to foster research into more effective ways for students to learn, to encourage students to take increased initiative and responsibility for their own education, and to create a stronger union between students' academic and social lives."

*"Residence in the Living/Learning Center is contingent upon acceptance by one of the Living/Learning Center programs. Admission is on a first-come, first-served basis to qualified applicants.... Two types of study programs are housed at the Living/Learning Center. Academic and department programs are initiated by various departments throughout the University and usually carry course requirements and degree credits. Student generated programs (open to upperclassmen only) cover many topics, both academic and general interest, and are developed and carried out by students themselves." All academic credit is administered by the University's regular departments and not the Living/Learning Center. Topics vary from term to term.

In addition to the Living/Learning Center academic programs, the center features "a large number and a wide range of social, cultural and intellectual events.... Regular University classes are held in the Center's many classrooms throughout the day and evening."

*"The Living/Learning Center physical structure is a complex of six interconnected buildings which brings together suites for students, apartments for faculty and visiting scholars, instructional classroom space, recreational rooms, dining area, snack bar, and common lounges and meeting rooms.... Students with common interests live in 5 to 7 person suites at the Living/Learning Center." The structure was designed specifically to serve as the Living/Learning Center and "exists to serve all UVM students and academic programs."

*Monies for the center are accountable to the Vice-President for Academic Affairs. The Center receives funding from three sources: 1) the Housing budget; 2) the Academic Administration; and 3) funds from different schools and colleges (non-earmarked) used only for faculty salaries.

CONTACT: Director of the Living/Learning Center
L/LC Commons Building
The University of Vermont
Burlington, VT 05401

MRC LIVING LEARNING CENTER

Indiana University-Bloomington

*Founded: 1972
*Students: 450
*Staff: 14 - includes Academic Director, Faculty-Member-in-Residence, Coordinator for Residence Life, upperclass and graduate student Resident Fellows all selected for their commitment to academic involvement as well as for personal qualifications.

*"The Living Learning Center... is a program in residential education that enables motivated students to combine intellectual and social experiences in an imaginative and mutually enriching way. The LLC springs from the belief that a dormitory should be more than a place to sleep and eat. It holds that learning need not be confined to the classroom and that living should aim at constant mental, vocational, and personal growth."

*"(The LLC) welcomes students with varying academic records and diverse outside interests." Residence in the center is open to all undergraduates who are chosen as LLC members.

A Student Committee selects members "soley on the basis of their expressed willingness to participate in an innovative college lifestyle of cooperation and experiment." "Members are expected to participate in the Center's experimental course program by taking at least one course during each year in residence. Incoming students are also required to take Q199, a five-week, one-credit course in Residential Learning (taught by center students) and to complete a community project for the course. All members should be willing to play an active role in the cultural and social life of the community and to share their interests and skills with other residents."

Three types of instruction are offered at MRC-LLC:

1) Seminars and Colloquia - experimental courses taught by faculty and other specialists in a given field. These courses earn regular credit and may also fulfill divisional requirements. Topics are selected by LLC members from proposals submitted by faculty and students.

2) Regular University courses - sections of popular introductory and discussion courses in various schools are scheduled regularly in the center.

3) Free MRC Courses and Tutoring - non-credit courses taught by students and staff on any subject or skill of mutual interest. The LLC also provides a student tutoring referral services.

In addition, a wide range of social and cultural activities are offered, including an Artist-in-Residence Program, Literary Magazine, faculty roundtable discussions, and so on.

*The LLC is housed in the tree-lined gothic MRC Quadrangle, close to the center of campus. Facilities include classrooms, library, darkroom, computer terminal, cooperative store, coffeehouse, camping and canoeing equipment, dining hall, lounges, games area, pianos, and so on. Living space for Artists-in-residence and the Faculty-member-in-residence is provided.

*The LLC academic program is administered under the auspices of the College of Arts and Sciences. Funding comes from four main sources: 1) The Departments of Residence Life and Halls of Residence; 2) General University funds allocated through the College of Arts and Sciences; 3) A special academic program fee included in MRC-LLC members' rent costs; 4) Student Government Activities monies.

CONTACT: Director or Coordinator
MRC Living Learning Center
10th and Woodlawn
Bloomington, IN 47406

PILOT PROGRAM

University of Michigan

*Founded: 1962
*Students: 575
*Staff: 36 - includes graduate teaching assistants and peer counselors.

*"The Pilot Program, a unique living-learning program designed for freshpersons and sophomores, is a supplement to other forms of education at the University of Michigan." It was "created to destroy the widening gap between the student's intellectual and social life."

"We feel that an understanding of the integration of ideas and work is essential to a liberal arts education." Pilot assumes that education is never value-free and that it must involve a questioning of a society's and an individual's basic assumptions. Courses are designed to probe important ethical, social, cultural, and scientific questions of interest to any person regardless of his or her major or career."

*Pilot is open to all University of Michigan freshpersons on a first-come, first-served basis. Requirements for residents include: 1) Participation

on sub-themes interdisciplinary in character. The single forum plays a unifying role, giving common experience for all participants in the project. The tutorial and forum count as part of the student's regular academic program at the College, earning 4 hours of elective credit." Themes are selected on a yearly basis.

*Project Plus is located in the Botetourt housing complex. The building housing the project has 3 stories, with each of the two wings (one for men, one for women) accommodating 42 students. The ground floor is furnished to provide for classes, a paperback library, and Resident Administrator accommodations. It also houses offices, a recreation lounge, and two kitchens.

*Project Plus is sponsored by the department of Honors and Experimental Programs in coordination with the Office of Residence Hall Life.

CONTACT: Director of Honors and Experimental Programs
Botetourt No. 4
The College of William and Mary
Williamsburg, VA 23185

RESIDENTIAL EDUCATION OPTIONS

Stanford University

Residential Education is an integral part of the Stanford University Residence system. Almost every house has a Resident Fellow and all have student assistants with a student staff ratio ranging from 15:1 to 90:1.

The residence program offers a wide variety of theme and special interest units, with emphasis on community participation, special educational activities, and experimental courses or seminars.

For more specific information,

CONTACT: Office of the Dean of Student Affairs
Residential Education
Stanford University
Stanford, CA 94305

SHAW HALL LIVING LEARNING CENTER

Syracuse University

*Founded: 1975
*Students: 320
*Staff: Full-time live-in Director, Assistant Director, RAs, part-time faculty advisor, volunteer faculty assistants, visiting writers, and a number of work-study positions.

*The goals of Shaw Hall are broadly defined on a philosophical basis. They include the combining of academic, social, and cultural activities with residential life and the provision of a "learning environment" in which students of similar interests can pursue those interests together. (Specific objectives are negotiated yearly by the hall director in conjunction with his/her supervisors.)

in a 1-credit Theme Experience, which each year "draws together" students in the dorm to explore some broad issue. Guest speakers, discussions, workshops, film and projects are all incorporated into the Theme Experience; 2) Completion of a 4-credit Pilot English Composition Course; and (3) Commitment to a "Spirt Contract" of three hours per semester in services to the dorm. Acceptable service projects include tutoring, music lessons, housekeeping, etc.

Additionally, optional Pilot Seminars, mini courses, independent study programs and sections of regular university courses are offered to Pilot members. Numerous student and staff initiated social, creative, and educational activities round out the program.

*Pilot Program is housed in Alice Crocker Lloyd Hall, composed of two all-male, three all-female and thirteen coed corridors. Special Interest Corridors, centering on topics such as feminism, music, or the desire for quiet, are available to interested residents.

Other Lloyd facilities include, pianos, exercise and study rooms, kitchen, ceramics/kiln room, darkroom, library, and classroom space.

*The Pilot Program is jointly sponsored by the College of Literature, Science and the Arts and the Housing Division.

CONTACT: Director of Pilot Program
Alice Lloyd Hall
100 S. Observatory
Ann Arbor, MI 48109

PROJECT PLUS

The College of William and Mary

*Founded: 1972
*Students: 84 (42 sophomores, 21 juniors, 21 seniors).
*Staff: Director, Project Secretary, Resident Administrator, student Resident Assistants.

*"The objectives of the program are: 1) to offer more opportunities for experimentation in teaching and course design; 2) to encourage interdisciplinary study; 3) to integrate in-class and out-of-class activity; 4) to enable students to work closely with their instructors."

*Rising sophomores, juniors and seniors are admitted primarily on the basis of a 300-500 word essay statement explaining why they are interested in Project Plus. The statement is evaluated by an Admissions Committee, which also takes into account the following criteria when selecting participants: 1) members must have a cumulative "C" average; 2) have earned at least 12 hours credit per semester over their total period of enrollment at William & Mary; 3) will enter the program as at least at sophomore; and 4) expect to complete 2 consecutive semesters in the program.

"The academic program for which all resident students are enrolled is central to the purpose of the project, presuming an especially serious commitment from all participants. Each student registers each semester for a tutorial and forum which address themselves to different aspects of a central theme. The ten tutorials, taught by different instructors, center

*A written application is required of all students (new and returning). Selection is made on the basis of this application and, in the case of returning students, an interview when there is a question of commitment.

Shaw Hall is divided into a series of special interest units oriented around themes which are inter-disciplinary in nature and which students have indicated are of concern to them. Units are not major-specific, but focus on the presentation of activities and experiences related to their themes. Each unit has at least one faculty advisor, although emphasis is placed on student governance and the development of unit programs by its members.

30 or more classes meet each semester in Shaw Hall. Attempts are made to provide a class schedule within the building which closely meets the interests of residents.

*Shaw Hall is one of the oldest residences on the Syracuse campus and has been renovated to accommodate some of the needs of the LLC. Facilities include 3 classrooms, a games room, a coffeehouse, faculty offices, main lounges and floor lounges. A University-operated dining hall located in the building serves about 500 more students than reside in Shaw, and so does not serve the community-building function that "closed" dining halls do on other campus; however it is utilized for hall-wide social programs.

*Since its inception, the Shaw LLC has received strong verbal support from the College of Arts and Sciences. A & S funds the head faculty advisor position and lends support in encouraging voluntary faculty participation and other support services. Major funding for programming comes from student activity fees and from the Office of Residential Life.

CONTACT: Director
Shaw Hall Living Learning Center
775 Comstock Avenue
Syracuse, NY 13210

LIVING-LEARNING PROGRAM: An Interdisciplinary Approach to General Education In A Residence Setting

Oklahoma State University

*This newly-established Living-Learning program for freshmen attempts to integrate nine hours of classwork into the living environment. It was designed as a project "intended to enhance and improve currently offered general education experiences." Additional, specific, and up-to-date information may be obtained by contacting: Director of Single Student Housing
Oklahoma State University
2nd Floor, Student Union
Stillwater, OK 74074

UNIT ONE/ALLEN HALL

University of Illinois

*Founded: 1971
*Students: 350+
*Staff: 11 - a director and academic staff who teach and work in the center. There is also a Housing staff, not necessarily selected with Unit One in mind, and a series of artists-in-residence with 2-4 week appointments.

*"The specific objectives of the Unit One program have developed and changed in accordance with the priorities, skills, and interests of the students and staff. High priority, however, has always been given to encouraging students in the thoughtful and opportune use of University resources to help them achieve their personal educational objectives."

*Students must apply to live at Allen Hall, but admission is not screened. Unit One courses and activities are open to all undergraduate students on the Urbana-Champaign campus of the U. of I.

Opportunities for learning are many and varied. Under the LAS 110 course heading tutorials and independent study agreements are available. "These study arrangements (not normally available to freshmen) are uniquely suited to this pursuit of individual educational goals by offering opportunities for close working relationships with University faculty... Formal courses offered through Unit One make opportunities available through a classroom setting. Art-oriented courses are geared toward non-art majors; several interdisciplinary courses are offered to create bridges between traditional university departments; some courses explore subject matter not generally available to freshmen and sophomore students."

In addition to the courses, emphasis is placed on interaction with faculty and on "co-curricular" events such as lectures, film programs, special visitors, informal workshops, non-credit classes, and other cultural activities.

*Unit One facilities and offices include classrooms, apartments for artists and guests, darkroom, ceramics studio, weaving loom, workshop, and lounge and recreational areas.

*Unit One receives considerable funding from the Literature, Arts and Science College and from the Housing division. (As of this writing, the LAS had removed its support from Unit One pending possible reorganization of the program. The program will thus be "suspended" for at least the 1979-80 school year.)

CONTACT: Associate Director
Unit One/Allen Hall
University of Illinois at Urbana-Champaign
Urbana, IL 61801

CONTACTS: CLUSTER/RESIDENTIAL COLLEGES
And Other Degree-Granting Communities

Chancellor or Dean of Student Life
Johnston College
University of Redlands
Redlands, CA 92373
(Reference: Impetus magazine, 1973, Vol.1, No.2, P.O. Box 1021 Redlands)

Dean
New College
Hofstra University
Hempstead, NY 11550
(Note: New College's Living Learning Unit, founded in 1959, was discontinued in 1975.)

Senior Tutor
Paracollege
St. Olaf College
Northfield, MN 55057

Residential College
University of Michigan
East Quadrangle
Ann Arbor, MI 48104

Assistant Dean
Western College
125 Peabody Hall
Miami University
Oxford, OH 45056

CONTACTS: FOREIGN LANGUAGE HOUSES

Associate Dean of Students for
Residence Hall Life
The College of William & Mary
Williamsburg, VA 23185

Associate Director of Residence Life
Indiana University
801 N. Jordan
Bloomington, IN 47405

Resident Dean
Revelle College
University of California, San Diego
La Jolla, CA 92037

CONTACTS: SPECIAL INTEREST HOUSES AND THEME PROGRAMS

Engineering Living Learning Center
Auburn University
Auburn, AL
(Reference: Schroeder, C. & Griffin, M., A novel living-learning environment for freshman engineering students, Engineering Education, November 1976, 159-161.)

Office of Residential Life
Bucknell University
Lewisburg, PA 17837
(Living Learning Hall, International Relations, Cross Generational Program, Black Studies, Natural Sciences, Judaic Studies, Interaction and Diversity)

Associate Director of Housing--Residence Life
Housing Office
University of California, Davis
Davis, CA 95616
(Pierce Co-op, Integrated Studies, Hammarskjold House, Project Interact, Baggin's End Community, Agrarian Effort, Davis Student Co-op, Russian House, International Relations House, Multi-Ethnic Program, Gilmore Science Floor)

Associate Director for Residence Life
Indiana University
801 N. Jordan
Bloomington, IN 47405
(Mason Co-op, Honors Housing, Residential Education, Scholarship House, Special Environments)

Director of Housing
Ohio Wesleyan University
Delaware, OH 43015
(Bashford Hall Intercultural LLC, Welch Symbolic Language Center, Black Culture Corridors, Chandler Theatre Arts Corridors)

Residence Education Programs
Virginia Commonwealth University
901 W. Franklin St.
Richmond, VA 23284
(Rhoads Wing Co-op, Special Living Options for Freshmen)

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